

**Tennessee Department of
Education**

Office of Coordinated School Health

Physical Activity/Physical Education

Annual Report

2016-17 School Year



Valuing physical activity in schools is reflective of a long standing American tradition:

"Give about two (hours) every day to exercise; for health must not be sacrificed to learning. A strong body makes the mind strong."

Thomas Jefferson

The office of coordinated school health is responsible for monitoring the implementation of physical activity and physical education in public schools.

Pursuant to T.C.A. § 49-6-1021 LEAs must implement physical activity into schools as follows:

- (1) For students in kindergarten through grade one (K-1), a minimum of three (3) fifteen-minute periods of non-structured physical activity per day;
- (2) For students in grades two through six (2-6), a minimum of two (2) twenty-minute periods of non-structured physical activity at least four (4) days a week; and
- (3) For students in grades seven through twelve (7-12), a minimum of ninety (90) minutes of physical activity per week, which may include walking, jumping rope, playing volleyball, or other forms of physical activity that promote fitness and well-being; however, walking to and from class shall not be considered physical activity.

"Non-structured physical activity" means a temporary withdrawal or cessation from usual school work or sedentary activities during which an opportunity for rigorous physical activity is provided. "Non-structured physical activity" does not mean walking to and from class.

The Tennessee Department of Education's office of coordinated school health (OCSH) works with every school district in the state to address all aspects of student health with special emphasis on reducing Tennessee's childhood obesity rates. Encouraging adequate physical activity and providing physical education for all students are the central tenets of the coordinated school health (CSH) model. The CSH model is also prevention focused. With prevention as the focus, our state's health costs will not rise as dramatically as projected as students age.

According to Robert Wood Johnsons' Trust for America's Health *The State of Obesity 2014* report, Tennessee has the fourth highest adult (**33.7 percent**) and fifth highest child/adolescent (**20.5 percent**) obesity rates in the United States (*Trust for American's Health*).

CSH state grant funds are used by school districts to provide schools with physical activity/physical education equipment, physical activity/physical education curriculums, teacher professional development, walking trails, climbing walls, fitness rooms, and student fitness assessment systems/tools.

The OCSH oversees state physical education standards as set forth in *Tennessee Curriculum Standards* and the *Tennessee Physical Activity Policy* (Tennessee Department of Education, 2005).

U.S. Physical Activity Guidelines for Children and Adolescents

According to the CDC, **children and adolescents need 60 minutes (one hour) or more of physical activity each day.**

Aerobic activity should make up most of a child/adolescent's 60 or more minutes of physical activity each day. This can include either moderate-intensity aerobic activity, such as brisk walking, or vigorous-intensity activity, such as running. However, children/adolescents should participate in vigorous-intensity aerobic activity at least three days per week.

Physical activity should include muscle strengthening activities, such as gymnastics or push-ups, at least three days per week as part of a child/adolescent's 60 or more minutes. In addition, physical activity should include bone strengthening activities, such as jumping rope or running, at least three days per week as part of a child/adolescent's 60 or more minutes (*CDC Physical Activity Guidelines for Children, 2008*).

- ***Tennessee's physical activity law enables schools to supplement the one hour per day national recommendation by ensuring students receive at least 225 minutes per week for kindergarten and first grade, 160 minutes per week for second through sixth grade, and 90 minutes a week for seventh through twelfth grade of physical activity during the school day.***

Positive Link Between Physical Activity/Physical Education and Academic Performance

According to the publication, *School-based Physical Activity, Including Physical Education, and Academic Performance* (Centers for Disease Control and Prevention U.S. Department of Health and Human Services, 2010), when children and adolescents participate in the recommended level of physical activity—at least 60 minutes daily—multiple academic benefits accrue. Substantial evidence shows that physical activity can help improve academic achievement (including grades and standardized test scores) as well as have an impact on cognitive skills and attitudes including enhanced concentration and attention and improved classroom behavior. Also, research indicates increasing or maintaining time dedicated to physical education may improve, and does not appear to adversely impact, academic performance. Specifically, this report states:

Physical education: Devoting time to physical education may have a positive relationship to academic achievement or may not negatively affect it. There are also favorable associations with cognitive skills and attitudes.

Physical activity breaks and activity offered throughout the day: Offering breaks for physical activity may be associated with decreases in classroom misbehavior, increases in cognitive functioning (including memory and concentration), and academic achievement.

Recess: Offering students recess has been associated with improved cognitive skills such as time on task, attitudes, and academic behavior. One study found that overall classroom behavior was better for students who had at least 15 minutes of recess every day.

Extracurricular activities: Providing extracurricular activities like intramural sports, interscholastic sports, and other physical activity outside of regular school time was found to have a positive association with academic performance, including higher grades and grade points averages, as well as lower high school drop-out rates (*School-based Physical Activity, Including Physical Education, and Academic Performance*, Centers for Disease Control and Prevention Atlanta, GA: U.S. Department of Health and Human Services, 2010).

Another meta-analysis report, *Physical Activity and Performance at School: A Systematic Review of the Literature Including a Methodological Quality Assessment* (Angelika Singh et al., 2012), links physical activity with academic performance. The authors conclude, “According to the best-evidence synthesis, we found strong evidence of a significant positive

relationship between physical activity and academic performance. The findings of one high-quality intervention study and one high-quality observational study suggest that being more physically active is positively related to improved academic performance in children” (Singh et al., 2012).

- ▶ ***Substantial evidence shows physical activity can help improve academic achievement (including grades and standardized test scores) as well as have an impact on cognitive skills and attitudes, including enhanced concentration and attention and improved classroom behavior.***

Increased Student Physical Activity/Physical Education Leads to Better Health Outcomes

According to the CDC, regular physical activity:

- ▶ helps build and maintain healthy bones and muscles;
- ▶ helps reduce the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer; and
- ▶ reduces feelings of depression and anxiety and promotes psychological well-being. (*Physical Activity Guidelines Advisory Committee Report*. Washington, DC: U.S. Department of Health and Human Services, 2008).

Long-term consequences of physical inactivity include:

- ▶ overweight and obesity, which are influenced by physical inactivity and poor diet, can increase one’s risk for diabetes, high blood pressure, high cholesterol, asthma, arthritis, and poor health status (Dietz, 2012); and
- ▶ increased risk of premature death, death by heart disease, and development of diabetes, colon cancer, and high blood pressure (*Physical Activity Guidelines Advisory Committee Report*. Washington, DC: U.S. Department of Health and Human Services, 2008).

Tennessee Physical Activity Compliance Rates in Schools

During the 2016-17 school year, **53 percent** of all Tennessee school districts reported to the OSCH that they were in compliance with the physical activity law for all students.¹

During the 2016-17 school year, **72 percent** of all Tennessee **elementary** schools reported to the OCSH that they were in compliance with the physical activity law for all students.

During the 2016-17 school year, **60 percent** of all Tennessee **middle** schools reported to the OCSH that they were in compliance with the physical activity law for all students.

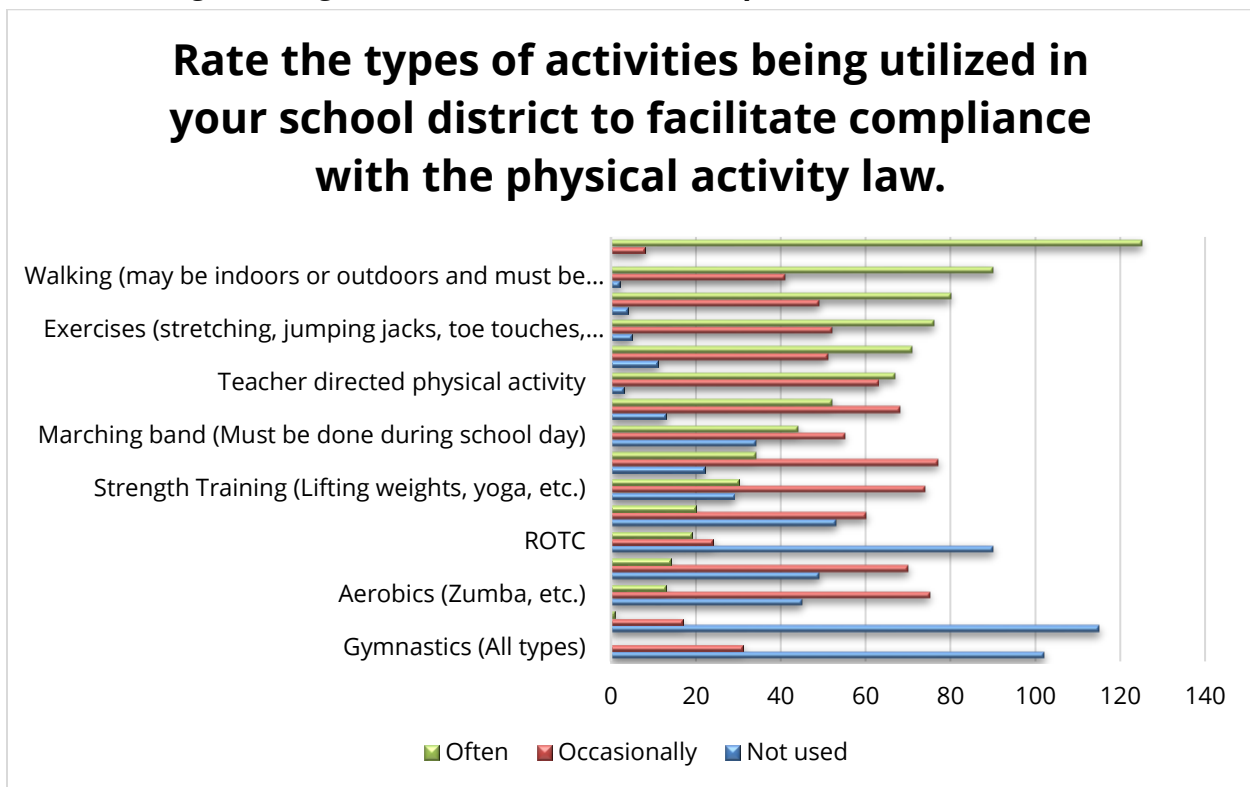
During the 2016-17 school year, **58 percent** of all Tennessee **high** schools reported to the OCSH that they were in compliance with the physical activity law for all students.

Of these school districts, **69 percent** report that their schools exceeded the minimum requirements of the physical activity law.

¹ The physical activity law was updated during the 2016 legislative session. 2016-17 was the first year districts implemented the new law.

Types of Physical Activities Used in Schools to Meet the Physical Activity Requirement

The most common types of activities school districts reported as used most often in schools to meet the physical activity requirement were recess (**94 percent** of all school districts), walking either indoors or outdoors (**68 percent** of all school districts), and activities using balls (e.g., kickball, basketball, etc.) (**60 percent** of all school districts).

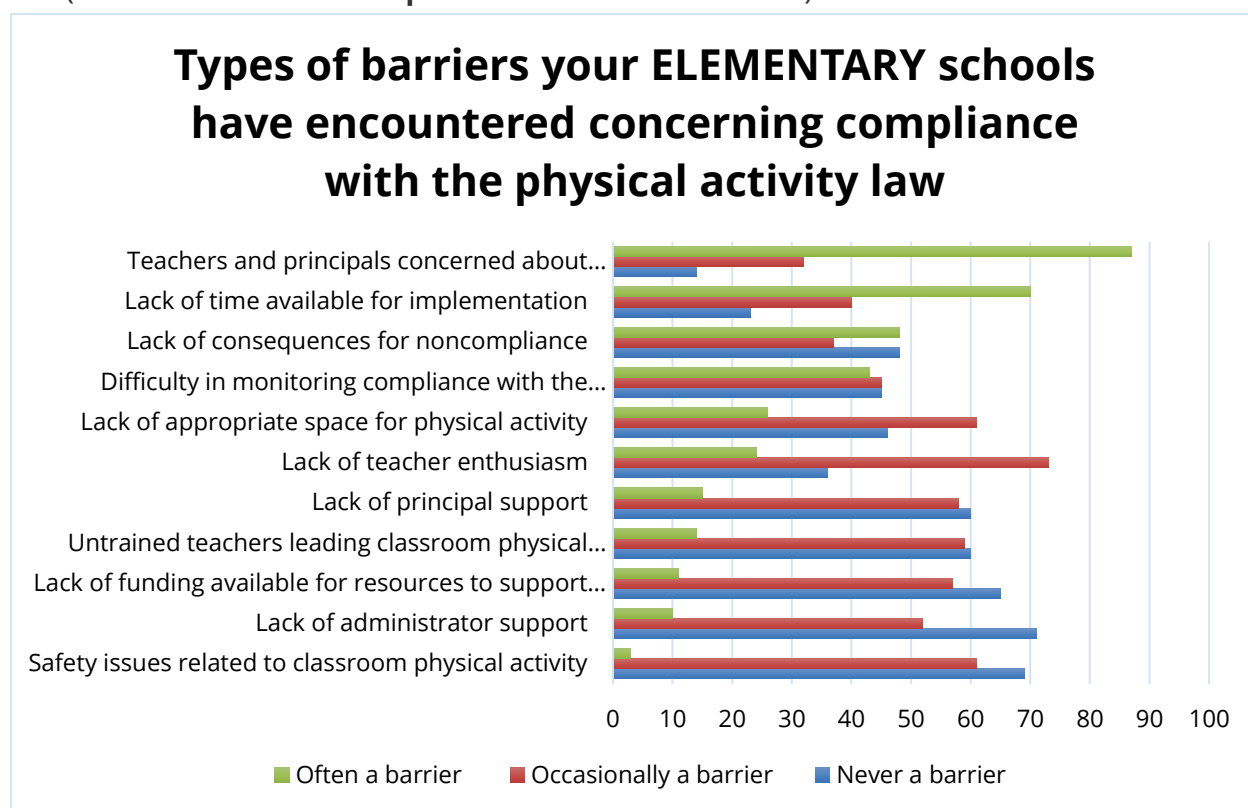


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2017

Reported Barriers Inhibiting Compliance with Physical Activity Law by Type of School

Elementary School Barriers

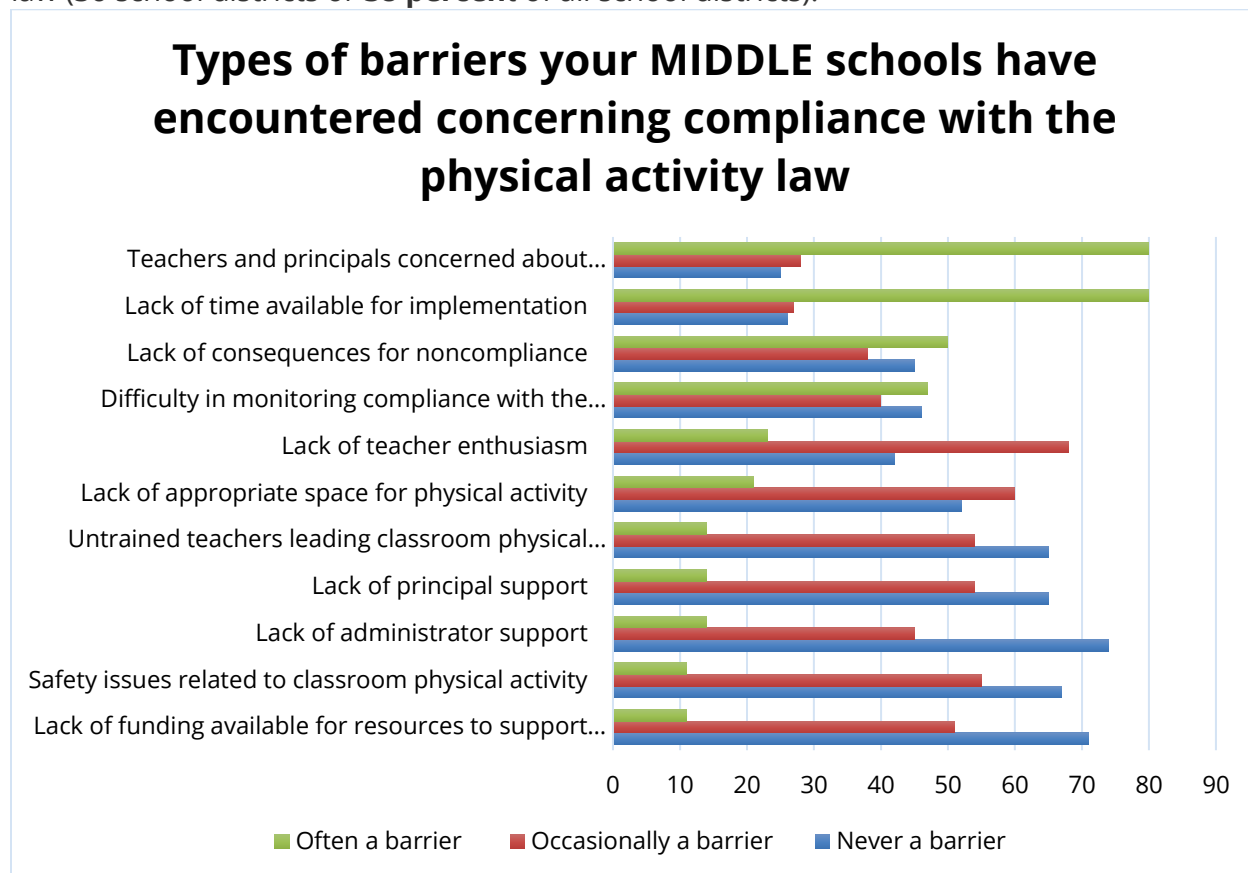
The most often cited barrier to implementing physical activity in elementary schools is teachers/principals concerned about decreased academic time (**87** school districts or **65 percent** of all school districts), lack of time available for implementation (**70** school districts or **53 percent** of all school districts), and lack of consequences for non-compliance to the law (**48** school districts or **36 percent** of all school districts).



Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2017

Middle School Barriers

The most often cited barrier to implementing physical activity in middle schools is teachers/principals concerned about decreased academic time (**80** school districts or **60 percent** of all school districts), lack of time available for implementation (**80** school districts or **60 percent** of all school districts), and lack of consequences for non-compliance to the law (**50** school districts or **38 percent** of all school districts).

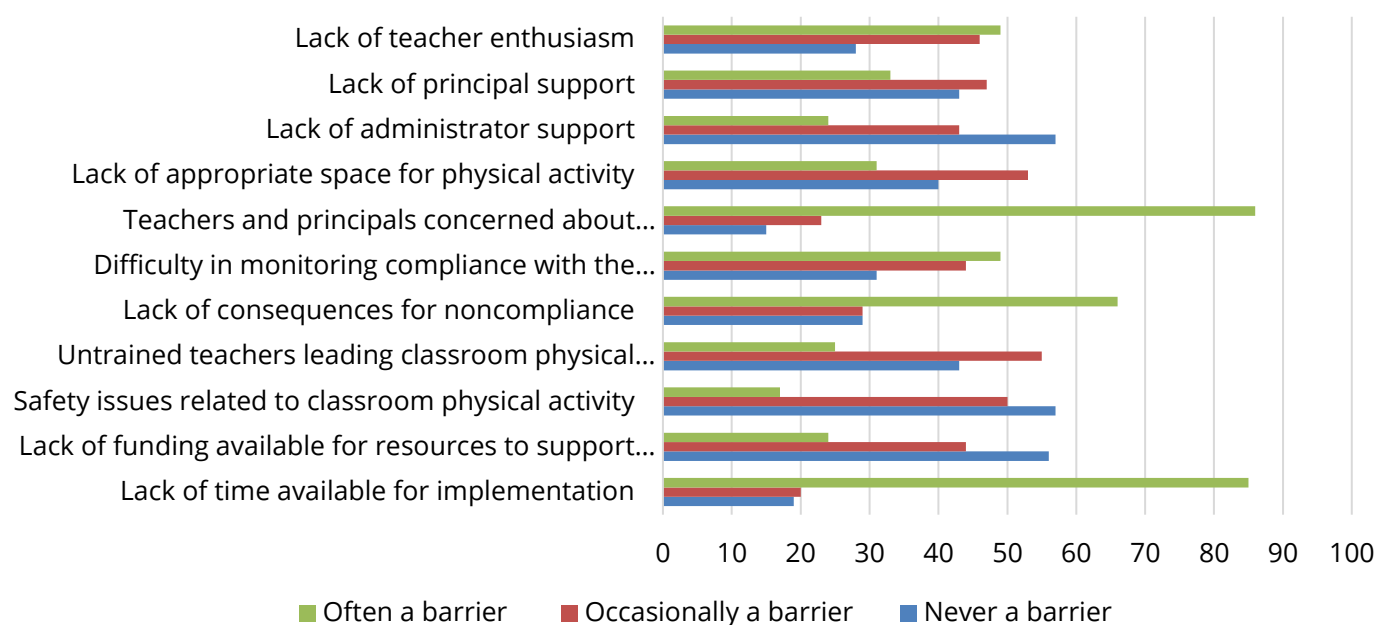


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2017

High School Barriers

The most often cited barrier to implementing physical activity in high schools is lack of time available for implementation (**90** school districts or **68 percent** of all school districts), teachers/principals concerned with decreased academic time (**88** school districts or **66 percent** of all school districts), and lack of consequences for non-compliance to the law (**61** school districts or **46 percent** of all school districts) .

Types of barriers your HIGH schools have encountered concerning compliance with the physical activity law



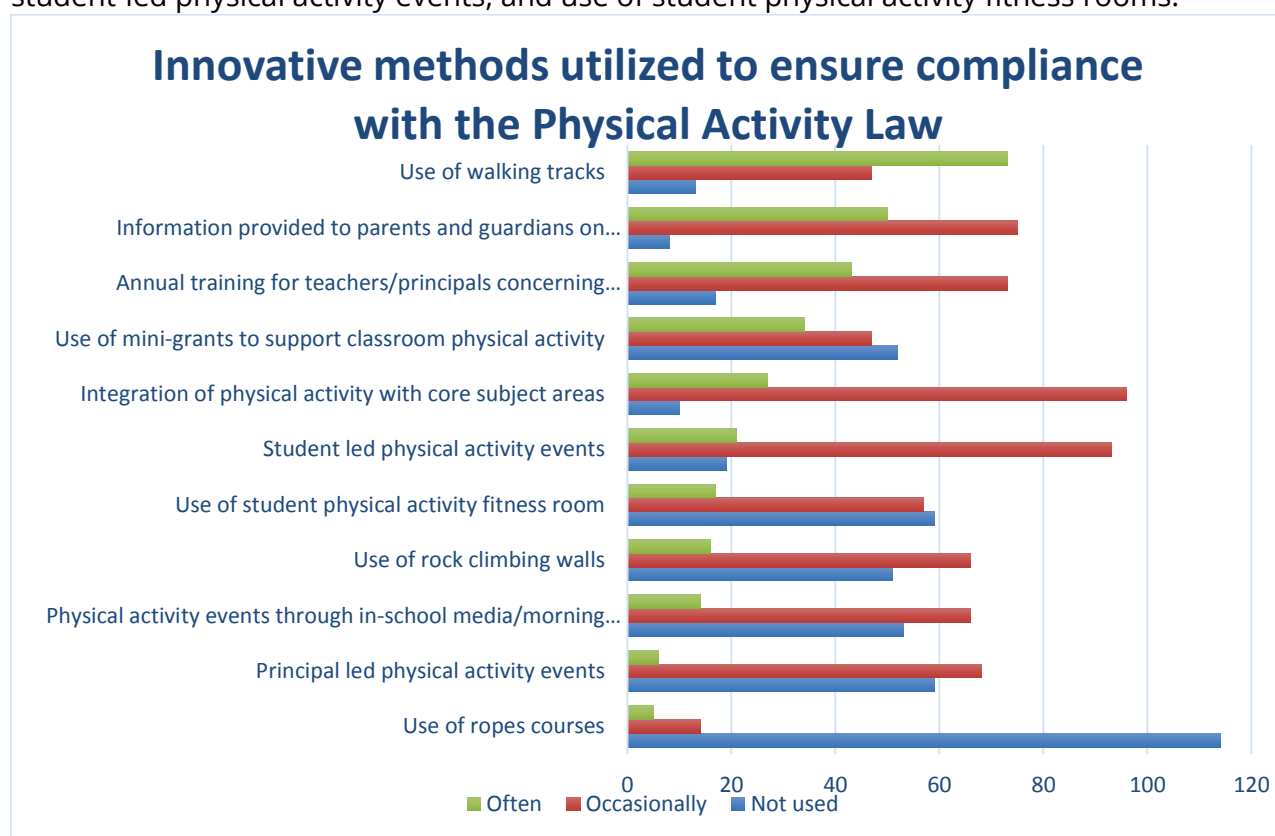
Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2017

- ***The most often cited barriers to implementing physical activity in Tennessee schools are teachers/principals concerned about lack of time available for physical activity implementation, decreased academic time, and lack of consequences for non-compliance with the law.***

Innovative Methods Schools Use to Comply with the Physical Activity Requirement

During the 2016-17 school year, the most common types of innovative methods used by school systems to ensure compliance with the physical activity law were use of walking tracks (**73** school districts), physical activity information provided to parents/guardians (**50** school districts), and annual training for teachers/principals concerning integration of physical activity into the classroom (**40** school districts).

Additional innovative methods used by school districts include use of mini-grants to support classroom physical activity, integration of physical activity with core subject areas, student-led physical activity events, and use of student physical activity fitness rooms.



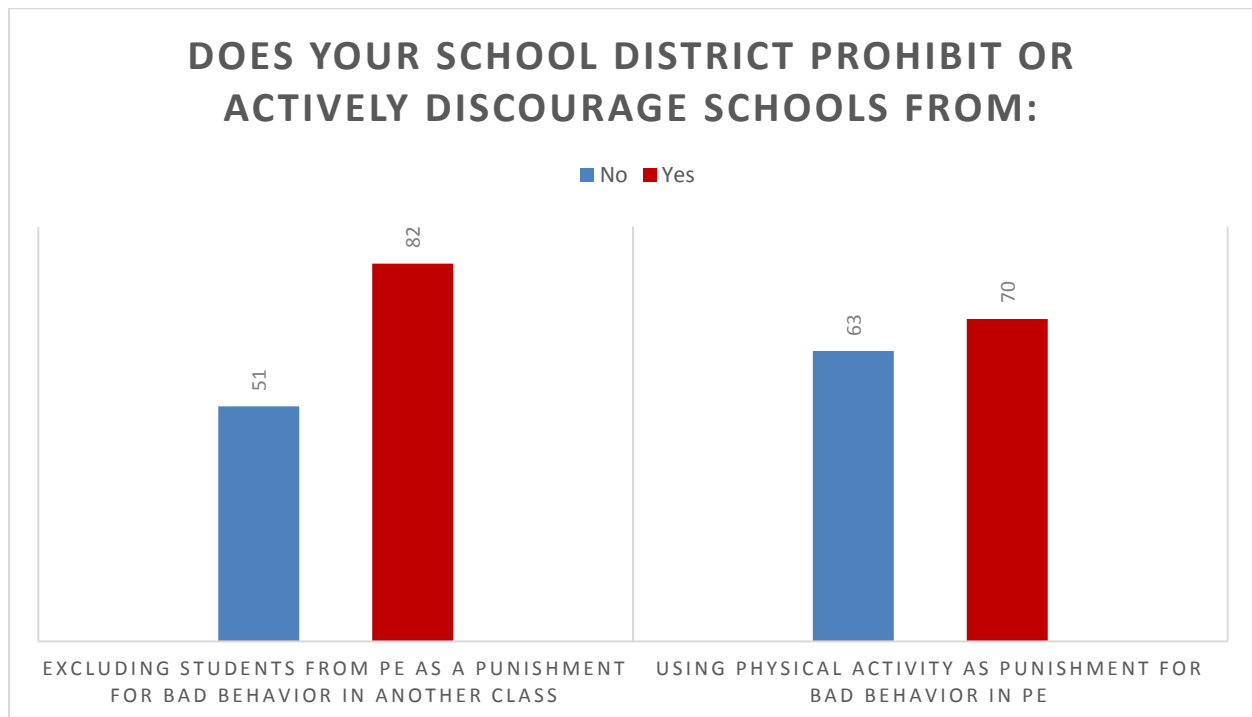
Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2017

- ***Since the implementation of coordinated school health in all Tennessee school districts during the 2007-08 school year, CSH school district coordinators have used CSH state or federal grant funds and/or community partners to provide 484 schools with walking tracks, 300 schools with in-school fitness rooms for students, and 371 schools with new and/or updated playgrounds.***

- ***During the 2016-17 school year, CSH school district coordinators received federal or state grants or worked with community partners to fund physical education and or physical activity efforts to the tune of \$2,083,603.***

School Districts Use of Denying Physical Activity, Physical Education, or Recess As Punishment

When asked if their school district prohibits or actively discourages schools from using physical activity as punishment for bad behavior, **70** school districts out of **133** replied affirmative. When asked if school districts prohibit or actively discourage schools from excluding students from physical education classes as a punishment for bad behavior in another class, **82** out of **133** school districts replied affirmative.



Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2017

Professional Development Provided on Integrating Physical Activity in the Classroom

School districts reported an increase from 2015-16 (**948** schools) to 2016-17 (**1067** schools) in the number of schools providing professional development to teachers so they could integrate physical activity in their classroom. This represents **61 percent** of all Tennessee public schools provided this type of professional development. Of these, **65 percent (667 schools)** were in elementary schools, **57 percent (199 schools)** in middle schools, and **56 percent (201 schools)** in high schools.

Physical Education in Tennessee

In compliance with T.C.A. § 49-6-1021, the department worked with a nationally recognized nonprofit heart association to develop a survey to generate data on physical education in the state of Tennessee. The survey was sent to all Tennessee physical education teachers. Of the 2,764 physical education teachers that received the survey, 1,840 completed the questionnaire for an overall response rate of 67 percent. The following data is based on these results.

During the 2016-17 school year, **18 percent** of Tennessee physical education teachers stated that physical education is withheld as punishment.

During the 2016-17 school year, **38 percent** of Tennessee physical education teachers stated that physical education is withheld for academic remediation.

During the 2016-17 school year, **16 percent** of Tennessee physical education teachers stated that physical education specific professional development was not offered.

During the 2016-17 school year, **16 percent** of Tennessee physical education teachers stated that they do not use a planned K-12 sequential curriculum.

During the 2016-17 school year, **23 percent** of Tennessee physical education teachers stated they do not require any type of physical assessments.

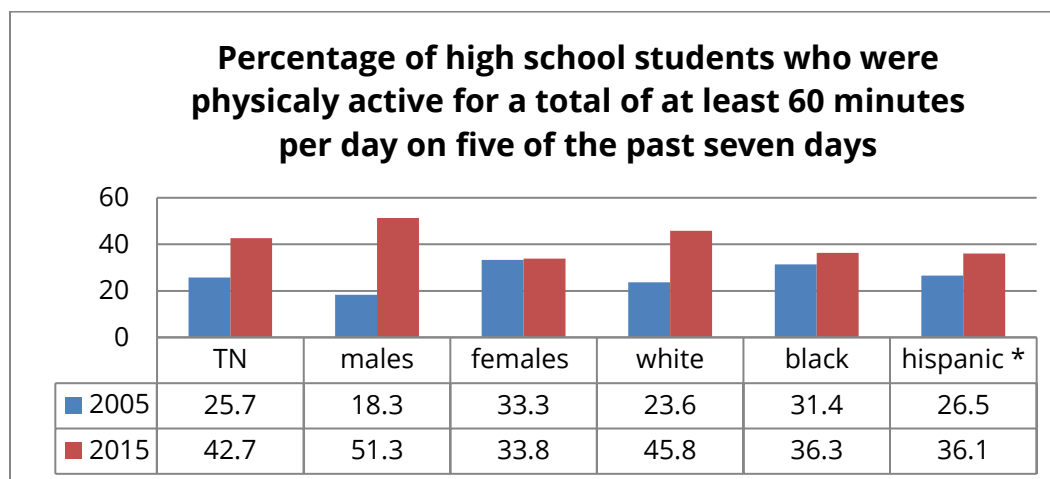
Physical Activity and Physical Education in Tennessee Compared to U.S. Rates

CDC Youth Risk Behavior Survey

In 1991 the *Center for Disease Control and Prevention* developed the Youth Risk Behavior Surveillance (YRBS) survey, a national survey system to monitor the prevalence of youth behavior that most influences health. The priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States include tobacco use; unhealthy dietary behaviors; inadequate physical activity; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases including HIV infection; and behaviors that contribute to unintentional injuries and violence. High school students reported the following weighted YRBS data related to physical activity:

Percentage of high school students who were physically active for a total of at least 60 minutes per day on five of the past seven days

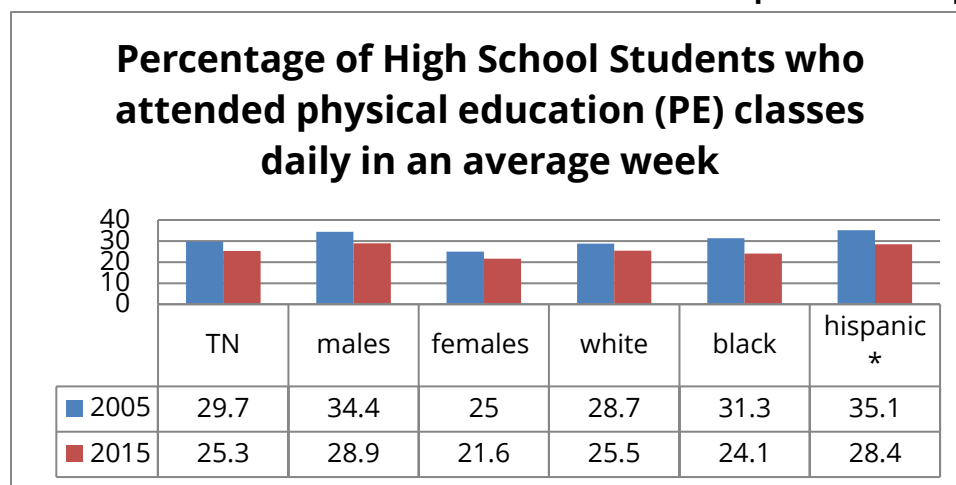
Between 2005 and 2015, the percentage of Tennessee students who reported being physically active for a total of at least 60 minutes per day on five of the past seven days substantially increased from **25 percent** to **42 percent**. Males reported a significantly higher rate of physical activity at **51 percent** compared to females who were at **33 percent**. White students reported the greatest amount of increase in this area increasing from **24 percent** in 2005 to **45 percent** in 2015. Both black and Hispanic students showed an increase on this measure from **31 percent** to **36 percent** and **26 percent** to **36 percent**, respectively.



* Hispanic data was collected during CDC's 2007 YRBS survey administration

Percentage of students who attended physical education (PE) classes daily in an average week when they were in school

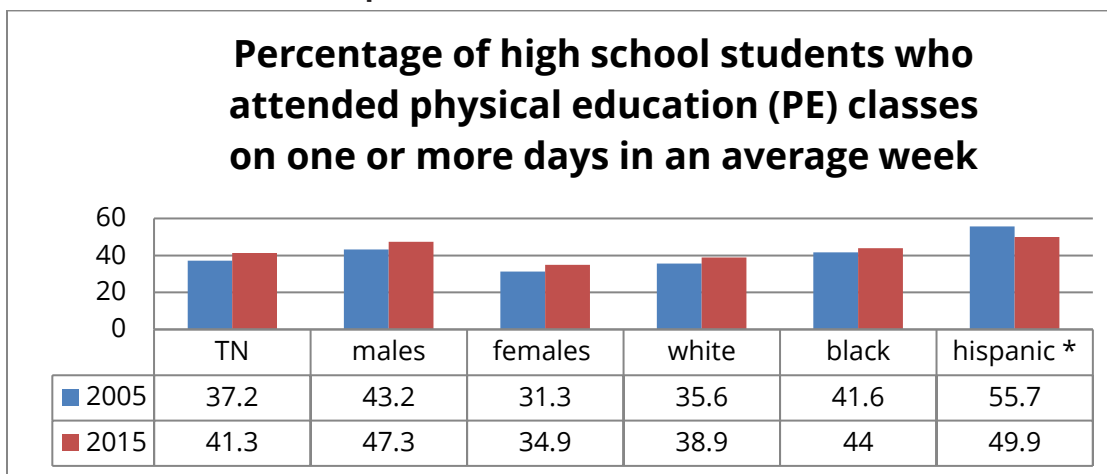
The rate of Tennessee students reporting they attended daily physical education classes in an average week declined from **30 percent** in 2005 to **25 percent** in 2015. Males (**29 percent**) reported attending daily physical education at nearly the same percentage as females (**22 percent**); however, male students for the second time in two years experienced a sharper decline in participation from 2005 to 2015, decreasing from **34 percent** in 2005 to **29 percent** in 2015. The most significant decrease was reported by black students whose participation rate declined from **31 percent** in 2005 to **24 percent** in 2015. Hispanic students also had a decrease in this area from **35 percent** to **28 percent**.



* Hispanic data was collected during CDC's 2007 YRBS survey administration

Percentage of students who attended physical education (PE) classes on one or more days in an average week when they were in school

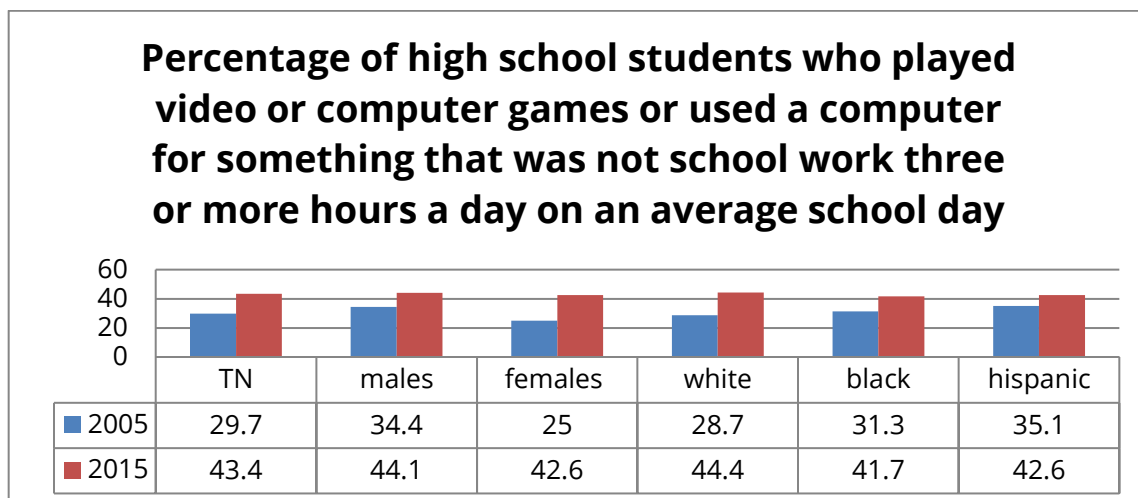
Since 2005, the percentage of high school students reporting they attended physical education classes on one or more days in an average week when in school increased slightly from **37 percent** in 2005 to **41 percent** in 2015. Male students reported attending classes more than female students; however, females have increased in this area by **three percent** since 2005. Hispanic students have the highest percentage of participation over black and white students at **50 percent**.



* Hispanic data was collected during CDC's 2007 YRBS survey administration

Percentage of students who played video or computer games or used a computer for something that was not school work three or more hours a day in an average school day

The percentage of Tennessee high school students who played video or computer games or used a computer for something not related to school work for three or more hours a day in an average school day increased from **30 percent** in 2005 to **43 percent** in 2015. Male students (**44 percent**) were more likely to be engaged in this activity compared to female students (**43 percent**). Black students (**42 percent**) and Hispanic students (**43 percent**) reported lower rates than white students (**44 percent**). This behavior has had an upward trend across all races and both sexes since 2005, suggesting that Tennessee students are increasing the amount of screen time daily.



* Hispanic data was collected during CDC's 2007 YRBS survey administration

- The percentage of Tennessee high school students who played video or computer games or used a computer for something not related to school work for three or more hours a day in an average school day increased from 30 percent in 2005 to 36 percent in 2013.

CDC School Health Profiles Survey

CDC's School Health Profiles is a system of surveys assessing school health policies and practices in states, territories, and large urban school districts. *Profiles* surveys are conducted biennially among representative samples of middle and high school principals and lead health education teachers.

2016 Selected Physical Activity/Physical Education Data from School Health Profiles

Percentage of secondary schools that offered physical activity breaks outside of physical education during school day	70.4 percent
Percentage of schools that taught 13 key physical activity topics in a required course	66.2 percent
Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education	86.2 percent
Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs	66.3 percent
Percentage of schools in which children or adolescents used the school's indoor physical activity or athletic facilities for community-sponsored physical activity classes or lessons	58.6 percent
Percentage of schools that provided parents and families with health information to increase parent and family knowledge of physical activity	59.6 percent

Source: *CDC School Health Profiles. Tennessee 2016*

Physical Activity Law Compliance Rates Among Urban School Districts

Among Tennessee's eight urban school districts (districts serving 25,000 or more students), the rate of compliance with the physical activity law is **13 percent** for the 2016-17 school year. **One** out of **eight** urban school districts reported **100 percent** compliance for all schools in their district.

The eight urban school districts include Hamilton County Schools, Knox County Schools, Metropolitan Nashville Public Schools, Montgomery County Schools, Rutherford County Schools, Shelby County Schools, Sumner County Schools, and Williamson County Schools.

Overall Summary and Recommendations

Schools play a pivotal role in their capacity to support the development of life-long habits of physical activity behaviors among their students. By developing and implementing physical activity policies and practices for students, schools can create environments supportive of not only the development of healthy American adults but also increase student academic outcomes. Therefore, CSH coordinators, teachers, coaches, school administrators, and school district officials need to take a leadership role in implementing the following strategies in Tennessee schools.

CDC School Health Physical Activity Guidelines

The Centers for Disease Control and Prevention (CDC) synthesized research and best practices related to promoting physical activity in schools culminating in the development of several guidelines. The guidelines serve as the foundation for developing, implementing, and evaluating school-based physical activity policies and practices for students.

Each of the guidelines is accompanied by a set of implementation strategies developed to help schools work towards achieving each guideline. To access the CDC strategies, click on the underlined text below.

After each strategy is a short vignette written by Tennessee school districts illustrating how some Tennessee schools are already implementing national strategies. Although the ultimate goal is to implement all guidelines in Tennessee, not every strategy will be appropriate for every school, and some schools, due to resource limitations, might need to implement the guidelines incrementally.

Use a coordinated approach to develop, implement, and evaluate physical activity policies and practices.

Oneida Special School District

New, positive changes to physical activity law to increase physical activity for our students during the school day were adopted and approved by the local Oneida Board of Education during the July 2016 meeting. The new policy strengthened and enriched the physical activity requirements. During the third quarter, March 2017, new OSSD Wellness Assessments and District Wellness Plans for each school building were adopted with detailed goals for nutrition and physical activity drafted and successfully presented to the Oneida Board of Education.

Establish school environments that support physical activity.

Warren County Schools

The 2016-17 school year obesity prevention efforts included collection of BMI data on 2,877 students, three presentations to community and parent groups connecting health and academics as well as explaining the role of BMI collection at the district and school level, and implementation of the evidence based Eat, Play, Grow curriculum at 2 elementary schools' Pre-K classrooms through a partnership with the Warren County Health Department. The largest undertaking to reduce childhood obesity in our district during this school year was the Project Diabetes 6th grade Desk Cycle Program. The program is funded by the Tennessee Department of Health's Project Diabetes program and is aimed at incorporating more physical activity into our 6th grade students' school day. This is the first year of a three year grant program. A total of 323 students were impacted (55 at Morrison Elementary and 268 at Warren County Middle School). Students rode under desk cycles for 20 minutes 3 days per week while reading. Data is still being compiled for the entire program, but early totals show that at Warren County Middle School 206 students were screened for health factors including BMI and blood pressure. At the initial screening in September, 73 students fell into the 3 risk categories for blood pressure; at the follow up end of year screening 26 of these students improved (either moved to "normal" category or improved from Stage 2 to Stage 1); this is 35.6% of students who originally fell into at-risk blood pressure categories that improved during Year 1. Additional data from WCMS shows that 17 students who were outside of the "normal weight" category for BMI in September improved their weight category (2 underweight moved to normal, 6 overweight moved to normal, 9 obese moved to overweight). We consider this to be a great success for the first year of the program. Additional data, including Morrison Elementary, will be completed by June 30, 2017. Year 2 of the program will include the same 6th grade program as well as adding cycles for use in PE classes and cycles for use by teachers/staff.

Implement a comprehensive physical activity program with quality physical education as the cornerstone.

Jefferson County Schools

CSH provided professional development for PE teachers to encourage more diverse activities in PE classes. PE teachers also received new equipment to promote more vigorous physical activity. CSH was also able to provide physical activity equipment for our alternative school in an effort to increase the amount of physical activity these students receive in their day. We continued our partnership with East Tennessee Children's Hospital, who provided the Healthy Kids Club, at two of our elementary schools. Another program that greatly increased our physical activity was GoNoodle, which was provided through a partnership with the Blue Cross Blue Shield Foundation. This year, GoNoodle was used to provide our students with 527,220 minutes of physical activity, which is an increase from last year.

Implement health education that provides students with the knowledge, attitudes, skills, and experiences needed for lifelong physical activity.

Maury County Public Schools

Preliminary BMI data for the 2016-17 school year shows a decrease for the percentage of students considered overweight and obese. For years, BMI data in Maury County has remained fairly stable, hovering around 41-43% of students being classified as overweight and obese. The 2016-17 school year preliminary BMI data shows 38.96% overweight and obese students. A desired pattern for BMI changes on a population level is first stabilization followed by a gradual decrease, which we are hopeful is the exact trend we are now seeing in Maury County. Physical activity continues to be a major focus for the district, as well as maintaining the physical education curriculum and comprehensive health education curriculum put into place during the federal Carol White Physical Education Program grant. The change in the law regarding unstructured physical activity was difficult to implement, but our schools made a significant effort to ensure all students received the minimum amount as required by law, and we did see 5th and 6th graders finally enjoying recess – something which has not happened since 5th and 6th grades were moved to the middle school setting. Resources for teachers and administration were provided throughout the year on getting students more active through in service, meetings, and email communications.

Provide students with health, mental health and social services to address physical activity and related chronic disease prevention.

Clinton City Schools

Clinton City Schools has had an excellent year in coordinated school health. We serve 3 elementary schools in Clinton, Tennessee with an ADM of 897 students in grades PK-6. This has been a great year with expanded partnerships and programs across the spectrum of CSH. We are able to accomplish so many things for our students, staff, and stakeholders due to the 75,000 CSH grant each year. Of all our accomplishments this year, I am most proud of improvements in the area of behavioral health. Working with special education to earn the SPDG grant was a huge accomplishment. More than 10,000 dollars was invested in the staff training toward differentiation, ADHD, and emotional support education. We gained a tremendous partner with the East Region Core Office for Behavioral Support for students, staff, and parents. Also, the flexible seating initiative was paramount in changing the culture of some of our classrooms. Learning that small accommodations pay huge dividends in student attention, behavior, and learning was a critical lessons for our staff. The next step was the Love and Logic book study. Having more than 25% of the teaching staff participate in this study was a tremendous asset. Teachers learned how to brainstorm and collaborate ideas to help students with specific learning issues like ADHD or emotional disorders. The blog gave them an opportunity to learn from one another and extend their thinking.

Partner with families and community members in the development and implementation of physical activity policies, practices and programs.

Hamblen County Schools

Hamblen County works with individual school personnel to incorporate CSH in the everyday school setting. The schools implemented programs such as: GoNoodle challenges to increase “brain break” minutes and to increase classroom physical activities, organizing physical education in services for PE teachers, training over 200 HCBOE faculty and staff members in HeartSaver CPR/AED, Basic Life Support training for school nurses, and distributing asthma in-service materials to school nurses. . Hamblen County CSH has ensured that all schools have the Michigan Model Comprehensive Health Education curriculum. In addition, the healthy school environment component was addressed by working with conducting AED drills with students present during the spring and fall semester. Along with the drills, Project A.D.A.M. assisted by adding three additional AED's in the school district with ready kits in case of a medical emergency to a student or staff member. Medical Emergency Response Teams were strengthened during the drill process as they reviewed guidelines and procedures and all Hamblen County schools became Heart

Safe Schools by meeting the guidelines of the updated AED policy. Hamblen County has a strong community partnership with the Hamblen County Department of Health. First, CSH has used tobacco settlement funds to create a community campaign: Be Smart. Don't Start #tobaccofreehc. Through this campaign CSH formed a TN Teens Talk Tobacco (T4) team that is a group of students which participated in tobacco awareness peer education throughout the year. The T-4 team was able to work on projects such as creating videos for the Great American Smokeout and Kick Butts Day. Furthermore, this community campaign was promoted in the newspaper several times throughout the year, along with an art contest, and giveaways using the anti-tobacco slogan. Next, Hamblen County CSH and the Health Department focused on becoming a Healthier TN community through the governor's initiative. Activities were held to focus on the health of the Hamblen County residents such as the Fun, Fit, and Fabulous event with Morristown Parks and Recreation, community breakfast for businesses, and creation of a community calendar. The community calendar gives an opportunity to advertise wellness events taking place in the school district, such as 5K races and fun runs. In addition, the Health Dept. scheduled and organized flu vaccination clinics after school hours to make it an easy process for students to receive the flu shot vaccinations. In conclusion, the effort of CSH in Hamblen County continues every school year and will strengthen each component of school health.

Provide a school employee wellness program that includes physical activity services for all school staff members.

Metro Nashville Public Schools

We continue to focus on staff wellness in our district and collaborate with MNPS Department of Employee Benefits, who is working with teacher health claim and retention data to examine the links between teacher overall health, student test scores, and teacher retention statistics. We hosted a Fitness Friday event for all staff at our main Central Office location quarterly throughout this school year. We hope that events like this not only promote staff wellness, but also help district staff see the importance of health and wellness for our students and school staff so that they may be supportive of health initiatives at our school sites. We began a fitness DVD library checkout program for staff to lend workouts from our office. We are also in the beginning phase of introducing the Streaks for Small Starts app to our staff.

Employ qualified persons and provide professional development opportunities for physical education teachers as well as staff members who supervise recess, cafeteria time and out-of-school-time.

Metro Nashville Public Schools

MNPS CSH partnered with our Curriculum and Instruction Department to form a Physical Education Teacher Council this school year. This council has been pivotal in moving the district toward higher quality physical education programs. As a group, we were able to organize, plan, and host various professional developments for physical education teachers. The council also created a district-wide pacing guide as well as a scope and sequence document that aligns with the new state standards in order to help ensure our transient students are given the opportunity to master all of the Physical Education standards as they move from school to school. To further support the programs, CSH awarded mini-grants to physical education teachers that provided equipment to 12 elementary schools, three middle schools, and three high schools. MNPS recognizes the importance of physical education for the health and wellbeing of our students and will continue to make strides to improve our programs.

Conclusion

Implementing and sustaining school-based physical activity policies and programs will make a powerful contribution toward a healthy future for students in Tennessee. By adopting these guidelines, schools can ensure that all students have the opportunity to attain their maximum educational potential and pursue a lifetime of good health.

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